Research Unit

Scientific Issues (Lesson developed by Rehmke, Walden, Belding, Hofmockel)

Information Literacy Benchmarks

- Develops and executes successful strategies to effectively access information
- Examines and evaluates information
- Creates and effectively communicates information and ideas to others
- Understands and respects the concepts of intellectual freedom, intellectual property and plagiarism

Information Literacy Model Objectives

- **Identifies and uses various strategies and techniques to execute and refine successful searches**
- Navigates within print and electronic resources effectively and independently
- **Applies evaluative criteria to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency**
- Creates a product that clearly expresses ideas
- Does not plagiarize
- **Cites sources in a properly formatted bibliography**

Day 1: Navigate and Search EBSCOhost

Anticipatory Set

Unit introduction and overview. What is a periodical? What is a database?

Objective

Review EBSCO. Execute searches in EBSCO demonstrating knowledge and skill.

Input / Modeling / Checking for Understanding

What is EBSCO? What is covered in various databases in the EBSCO suite? How many periodicals are covered in MAS Ultra? Demonstrate effective search and navigation techniques: keyword searching (default vs. subject); Boolean connectors; truncation; limiters; decoding a citation.

Guided Practice / Independent Practice

Students complete worksheet. **Day 1: Navigate and Search EBSCOhost.**

Assessment

Grade worksheet. **Possible 35 points**.

Day 2: Evaluating Resources

Anticipatory Set / Objective

Discuss the common search problem: too many hits. Solution is to 1) refine/limit while searching; and 2) evaluate hits by applying criteria to eliminate and/or select the best resources.

Objective

Apply evaluative criteria to select the most appropriate resources for a given research question.

Input / Modeling / Checking for Understanding

(Use Slides) Walk through an EBSCO search, refining and applying limiters. Discuss 5 evaluative criteria: relevancy, suitability, authority, objectivity, currency. Model applying the criteria to EBSCO citations/abstracts.

Guided Practice / Independent Practice

Students complete worksheet. **Day 2: Evaluating Resources.**

Assessment

Grade worksheet. **Possible 25 points**.

Day 3: Navigate and Search SIRS

Anticipatory Set

Introduce SIRS database. Compare and contrast to EBSCO.

Objective

Review periodical databases. Execute searches in SIRS demonstrating knowledge and skill.

Input / Modeling / Checking for Understanding

What is SIRS? How is it similar to and different from EBSCO? Demonstrate effective search and navigation techniques: keyword vs. subject heading searching; basic vs. advanced; Boolean; truncation; limiters; decoding a citation.

Guided Practice / Independent Practice

Students complete worksheet. **Day 3: Navigate and Search SIRS.**

Assessment

Grade worksheet. **Possible 25 points**.

Days 4 and 5: Annotated Bibliography

Anticipatory Set

What is a bibliography? What is an annotation? When do you usually create a bib?

Objective

Students will locate and evaluate two articles, one using EBSCO and one using SIRS that best answer a given research question. They will prepare and annotated bibliography in which they create a perfect bibliographic citation for each of the articles, and write an evaluative annotation, incorporating specified elements.

Input / Modeling / Checking for Understanding

Go over the **Annotated Bibliography** assignment sheet. Describe the specific requirements. Go over the 8 elements. Read the sample Annotated Bibliography, identifying the elements. Download the Annotated Bibliography template.

Guided Practice / Independent Practice

Students locate 2 appropriate articles, and create an **Annotated Bibliography.**

Assessment

Grade Annotated Bibs. **Possible 40 points**.